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White State: Corporate Racism

Wright State University Student Body

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White
State

Corporate
Racism

Bill - Jim Glaser (student)

will call you
Monday re

this

Paul -

THE CORPORATIONS BUILT WHITE STATE

1. S.C. Allyn & Robert Oelman, both NCR heads, "co-chaired a committee to bring about the new school....(S.C. Allyn).
2. In the initial fund drive for \$6 million, NCR invested \$1 million; interests of Cox, Kettering, Rike, and Dayton Power and Light invested another \$1.5 million. NCR interlocks with all these companies and foundations.
3. "Top community leaders laid the groundwork for the project... supervised the research work documenting the need for a public university in the Dayton area, led the fund raising campaign, and accepted appointment on the newly created Advisory Committee." (Ad. Comm. Report p.24). The Advisory Committee, nucleus of the present Board of Trustees, was Oelman, Kettering, Cox, and Wright-Pat, Monsanto chemical, Armco Steel, Champion Paper, and two others.

THE CORPORATIONS CONTROL WHITE STATE

1. The Board of Trustees is Oelman, Cox, Kettering, Wright-Pat, Armco, Monsanto, and 3 others. The Secretary is C.W. Ingler, Special Assistant to the President of NCR.
2. Financially, NCR, Cox, Kettering are heads of foundations which WSU depends on (like the library collection and student center were funded by them). Kettering is Chairman of Winters Bank, Oelman is a director of Winters and First National City Bank of New York.
3. The President, Brage Golding is a corporation man - 10 years as director of research for Lilly Varnish.

WHY? WHY? WHY? WHY?

1. The Corporations need more scientists, engineers, managers and a more highly educated general work force: blue collar jobs are on the way out.
2. The Corporations need a "research and development" complex where the university, military, & corporation can interact and spin-off innovative ideas about warfare, products, processes, etc. "because industry, the academic laboratory, and the military establishment are become increasingly dependent upon one another." (S.C. Allyn)

THE CORPORATIONS SCREW THE BLACK COMMUNITY

1. While putting money and energy into the new WSU, the Corporations ignored Central State University less than 10 miles away. CSU is going bankrupt: in the last 22 years it received a half million dollars less in investment in physical plant than the Ohio Agricultural Research and Development Center in Wooster Ohio.
2. The Corporations rejected a site on the West Side for WSU - a site which would not only serve students from the ghetto, but also, because of public transportation, would have been better for all of us.
3. It is the Corporations' intention that white students be groomed for corporation jobs and receive the benefits of the research & development.

RACISM...RACISM...RACISM

1. 3% of NCR's work force is black and these blacks are kept in the lowest types of jobs. As Chairman of both NCR & WSU, Oelman has brought this racism to White State. Similarly, only 5% of Monsanto workers are black.
2. Only 91 of White State's 5000 students are black - much less than 3%.
3. The Trustees, Administration, Student Government, have made no outreach to the black community: there is no black recruitment or incentive program, no black financial aid, etc. though many other colleges have such programs. Golding has stated to a faculty member that he is against it.
4. The only program relevant to the black community, last Summer's "Wright Start", came from the WSU Federation of Teachers. One of the leaders of the program was Prof Pete Staub, singled out by the Administration to be fired. Other union members have been under fire.

THE CORPORATIONS KEEP BLACKS OUT OF THEIR EDUCATIONAL
AND CORPORATE SYSTEM, THEY MANIPULATE WHITES WITH IT

For further information see The Phoenix.

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dislikes, etc. Their weak and strong points were noted and their attitudes to change were studied. Second, innovations from other places were studied and whenever possible contact was made with people who were knowledgeable in the changes. Research is still in progress. The latest reference point has been Elms College in Elmhurst, New York where a program of interdisciplinary studies in sciences was started to replace the overburdensome physical and natural science requirements which affected them as it does us. They also have what I considered to be a good program of interdisciplinary freshman studies which combined not only freshman English and other associated topics but attempted to establish lasting contact between the students, the faculty and especially the student advisor. The sessions were conducted like seminars with the group choosing the instructional materials to be used as well as the topics to be discussed. The faculty members discussed and, hopefully, learned right along with the students. Third, the key to student initiation of curricular changes is centered around student involvement in the study of curriculum. We often ask the faculty to seat students on the curriculum committee of the Academic Councils as well as on the departmental and divisional curriculum agencies. Under the leadership of Dean William Baker this has already been accomplished in the Division of Liberal Arts with the nomination of Jan Gabbert and Joe Fletcher to the committee. Hopefully other such developments will occur more rapidly.

The student Government is especially interested in examining the logic behind such things as the Common Curriculum, the foreign language requirements, the extensive science requirement, and other areas of concern to the Student Body. We are also interested in the development of an Urban Affairs center and a center to coordinate field service programs in the community which we intend to encourage.

Work is also being done on student self-involvement in curriculum by the establishment of student coordinated programs. The Student Government is

you agree to abide by the decisions of a committee of three (Dr. Haber, Silverman, and myself, the three instructors for the three sections of Math 135) regarding tests and grading or else you will not be allowed to meet the class." At that point I told Dr. Menneri that, in all good conscience, I would not agree to let a committee grade my students, as I felt that my responsibility, Dr. Menneri then said that he would try to work something out. I agreed to meet with the committee and cooperate as much as I was able to without violating what I considered to be the students' best interests, although the students are the final authority on these matters. Dean Conley's idea of cooperate evidently means total submission to the wishes of the committee.

Dr. Conley then says that "based upon the advice given to me, I asked Dr. S.J. Klein of the Department of Chemistry and Dr. R. Battino of the Department of Chemistry to attempt to mediate the matter in an informal way with Dr. Dupre. Dr. Dupre refused to accept this attempt at mediation. The facts of the situation follow.

Dr. Menneri told me that Dr. Conley wanted to have a conference with Dr. Menneri and myself about the matter of the showing of the film "The Columbia Revolt." Since Dean Conley had told me earlier that my showing of this film violated the student's academic freedom, I suggested that two students, Jack Jayh and Sanford Jeffes, participate in this conference. Dr. Conley suggested Dr. S. Klein and Battino instead, in his mind a presumably fair replacement. I agreed to meet with Dr. S. Klein, Battino, Menneri and Conley in my office. Dean Conley suggested meeting "on neutral ground" such as an empty classroom. I agreed to this, and mentioned to them that some students might then come into this room and observe the proceedings. This possibility provoked Dean Conley into rescinding his previous agreement to meet. The truth of the matter is that we were unable to find mutually acceptable condition under which to meet.

The Dean next states that "On Monday, February 24, 1969 the Department of Mathematics met at